

DOCUMENT RESUME

ED 109 311

CE 004 080

TITLE Models for Career Education in Iowa; Career Development Model and Explanation.

INSTITUTION Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.

PUB DATE 73

NOTE 35p.; For related documents, see CE 004 077-085

EDRS PRICE MF-\$0.76 HC-\$1.95 PLUS POSTAGE

DESCRIPTORS Career Awareness; *Career Education; *Demonstration Projects; Educational Objectives; Educational Philosophy; Elementary Secondary Education; *Models; *Program Development; Self Concept; *Vocational Development

IDENTIFIERS Iowa; World of Work

ABSTRACT

The exemplary project report describes in detail the development of a definition of career education, the concepts of the career development model, and the four phases of the career education objectives: awareness (primary level), accommodation (intermediate level), exploration (junior high level), and exploration and preparation (high school level). The four objectives are further organized in the document within each of the career development phases: self-concept, world of work, and self and the world of work. The final section of the document is a glossary of terms used in the project. (BP)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED109311

FEB 24 1975

Models for Career Education in Iowa



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

CAREER DEVELOPMENT MODEL AND EXPLANATION

PERMISSION TO REPRODUCE THIS COPY-
RIGHTED MATERIAL HAS BEEN GRANTED BY

W. O. Schuermann

TO ERIC AND ORGANIZATIONS OPERATING
UNDER AGREEMENTS WITH THE NATIONAL IN-
STITUTE OF EDUCATION. FURTHER REPRO-
DUCTION OUTSIDE THE ERIC SYSTEM RE-
QUIRES PERMISSION OF THE COPYRIGHT
OWNER.

Iowa



a place
to grow

Department of Public Instruction

LE0004080



Models for Career Education in Iowa

CAREER DEVELOPMENT MODEL AND EXPLANATION

Conducted Under Research and Exemplary Grants
From Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Under Supervision of

Iowa State University
College of Education
Department of Agricultural Education
Ames, Iowa 50010

1973

Copyright State of Iowa, Department of Public Instruction, 1973

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
Des Moines, Iowa 50319

STATE BOARD OF PUBLIC INSTRUCTION

Mrs. Virgil E. Shepard, President, Allison
T. J. Heronimus, Vice-President, Grundy Center
Robert J. Beecher, Creston
Mrs. Richard G. Cole, Decorah
Mrs. Jolly Ann Davidson, Clarinda
Ronald P. Hallock, West Des Moines
Virginia Harper, Fort Madison
Mrs. Earl G. Sievers, Avoca
John E. van der Linden, Sibley

ADMINISTRATION

Robert D. Benton, State Superintendent, and Executive Officer of the
State Board of Public Instruction
David H. Bechtel, Administrative Assistant
Richard N. Smith, Deputy State Superintendent

Area Schools and Career Education Branch

Wm. M. Baley, Associate Superintendent
W. O. Schuermann, Director, Career Education Division
James D. Athen, Assistant Director, Career Education Division

PREFACE

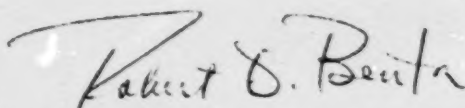
Career Education - Is it good for kids? -- That's a question that has prompted many of us to search for a greater understanding of the concept and to reassess the types of experiences our educational programs provide. This search is resulting in a growing commitment to assure curriculum objectives and activities that provide career education experiences for all students.

An exemplary project, Models for Career Education in Iowa, was initiated in 1971 thru the Iowa Department of Public Instruction. The purpose of the effort was to research, define and describe an emerging concept of career education and to suggest possible approaches for implementation in grades K-8. In 1972 the project was expanded to include the curriculum of high school students.

The project is sponsored by the Iowa Department of Public Instruction in cooperation with Iowa State University and nine local school districts. The project staff under the direction of Dr. Alan Kahler, Iowa State University, is working with the following local schools: Shenandoah, Humboldt, Davenport, Marshalltown, Carroll, Sheldon, Osceola, South Winneshiek and Springville Community School Districts. The third party evaluation is being provided by the Iowa Center for Research in School Administration under the leadership of Dr. Ralph Van Dusseldorp and Dr. Walter Foley.

A series of workshops were conducted involving participating school staff and outside resource persons with various backgrounds and expertise. These workshops have provided a multi-discipline approach in establishing understanding and agreement of a set of basic objectives of career education. During the summer of 1973, staff from each of the nine districts participated in workshops to prepare first draft curriculum materials for use in the respective school settings during the 1973-1974 school year.

The publications which follow were developed as part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. These guidelines and instructional materials are provided at this time to assist local school personnel interested in initiating programs, services, and activities for their students.



Robert D. Benton, Ed.D.
State Superintendent of
Public Instruction

PROJECT STAFF

Dr. Alan A. Kahler	Project Director
Donald J. Flynn	Project Associate Director
Clair Brooks	Coordinator
Bruce Hopkins	Coordinator
Lois Mather	Coordinator
Mary Pritchard	Coordinator
Robert Roble	Coordinator
Carroll Community Schools	Model School
Clarke Community Schools	Model School
Davenport Community Schools	Model School
Humboldt Community Schools	Model School
Marshalltown Community Schools	Model School
Sheldon Community Schools	Model School
Shenandoah Community Schools	Model School
South Winneshiek Community Schools	Model School
Springville Community Schools	Model School

ADVISORY COMMITTEE

Prof. Clarence E. Bundy	Agricultural Education
Dr. Robert Eicher	Area School
Mr. Robert Ford	Elementary/Secondary Career Ed.
Dr. Charles Gilbert	Elementary Education
Mrs. Phyllis Jagiello	Teacher--Social Studies
Mr. Ronald Jarchow	Postsecondary, Dept. of Public Instruction
Dr. Eleanore Kohlmann	Home Economics
Mr. Ronald Meals	Elementary Principal
Mr. Donald Murphy	Teacher--Science
Dr. Anton J. Netusil	Statistics
Dr. Dominick Pellegrino	Guidance
Mr. Dale Petersen	Health Education
Dr. David Pierce	Area School
Dr. Ed Weber	Business Education
Dr. William Wolansky	Industrial Education
Mr. Gerald Peterson	Superintendent

CONSULTANTS IN TEACHER EDUCATION

Agriculture
Home Economics
Trade and Industrial
Business and Distributive
Health
Elementary
Statistics
Guidance
Child Development

Dr. Harold Crawford
Dr. Eleanore Kohlmann
Mr. Alvie Sarchett
Dr. Ed Weber
Mrs. Milferd Rosendahl
Dr. Jess Beard and Dr. Elaine Merkley
Dr. Anton Netusil
Dr. Dominick Pellegrino
Dr. Roger W. Coulson

CONSULTANTS FROM DEPARTMENT OF PUBLIC INSTRUCTION

Agriculture
Home Economics
Trade and Industrial
Office Occupations
Elementary
Guidance
Health
Distributive
Curriculum

Mr. Emerson Dettmann
Miss Gladys Grabe
Mr. Victor Lundy
Mr. Vern Fennell
Mrs. Edith Munro
Mr. Ed Ranney
Mrs. Milferd Rosendahl
Mrs. Jayne Sullivan
Mr. William Edgar

CONTENTS

TITLE

SECTION

Career Development Model
and Explanation

I

Career Development Objectives

II

Glossary of Terms Used in
"Models for Career Education
In Iowa"

III

CAREER EDUCATION

A new emphasis has emerged in public education in America. It is called "career education." Dr. Sidney Marland, former U.S. Commissioner of Education, made the concept a national priority in 1970 and encouraged the states to initiate exemplary programs that would demonstrate how the concept could be implemented in public education.

Definition

With this new emphasis in education and the encouragement to establish exemplary career education programs throughout the nation came a flurry of activity on the part of educators attempting to define the concept, thus providing a mechanism whereby exemplary efforts could be established. It became apparent rather quickly that no national definition existed, but that many ideas prevailed concerning what career education should be or do in public education. As an example, it was written that the main purpose of career education is to prepare all students for a successful and rewarding life of work. This would be accomplished by making education more meaningful and relevant to the aspirations of students, improving the basis for career choice, increasing the real choice and alternatives people have among careers and the training avenues open to them, and facilitating the acquisition and transfer of occupational skills. Career education would increase the opportunities and options available to all individuals and would embrace educational experiences from early childhood throughout the productive life of an individual.

With the initiation of the exemplary project entitled "Models for Career Education in Iowa" came the immediate task of defining the term "career education." After an exhaustive review of the literature, an initial definition was generated. This definition was reviewed by teacher education and supervisory consultants from all education disciplines; local teachers, guidance counselors and administrators; and representatives from the public sector of our society and the following definition emerged.

Career education is an educational program designed to provide opportunities for experiences for students in the kindergarten through eighth grades showing interrelationships of the world of work and personal attributes to career development.

While the above statement defines career education for the elementary and junior high school levels, it was later expanded to include the secondary level. The same procedures were used in generating this expanded

definition as were used in developing the earlier definition. The following definition grew out of these procedures and was used to guide the exemplary efforts of the local school systems participating in the project.

Career education is a sequence of planned educational activities designed to develop positive student attitudes, values, knowledges and skills toward self and the world of work that will contribute to personal fulfillment in present and future life opportunities as well as economic independence. Career education, when incorporated into the existing curriculum has as its goal the creation of positive career objectives through the involvement of community resources and educational agencies.

The above definition emphasizes three important educational functions. First, it redirects the educational process from one being strongly dominated by the teacher and subject matter to one oriented to students and their needs and interests. Second, it recognizes that the self-actualization process and understanding of and preparation for the world of work are the two fundamental concepts upon which career education is based. Super, in an article entitled "Vocational Adjustment; Implementing a Self-Concept" published in Career Development: Self-Concept Theory by the College Entrance Examination Board of New York in 1963 stressed the interrelatedness of these two concepts. He wrote: "In expressing a vocational preference, a person puts into occupational terminology his ideas of the kind of person he is; that entering an occupation, he seeks to implement a concept of himself; that in getting established in an occupation, he achieves self-actualization. The occupation thus makes possible the playing of a role appropriate to the self-concept." Third, the definition emphasizes that the career development process is a function of the total curriculum in the school and that the involvement of community resources in implementing the concept is rudimentary to the development of positive career objectives on the part of each student.

The role of these functions and their inclusion in the public school curriculum has long been recognized as a function of the public school system in this country. "The Imperative Needs of Youth of Secondary-School Age" published by the National Association of Secondary-School Principals in Bulletin No. 5 (1947) lists two imperative needs that focused on these concepts. Imperative Need Number One states: "All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life." Inferred in this need is that:

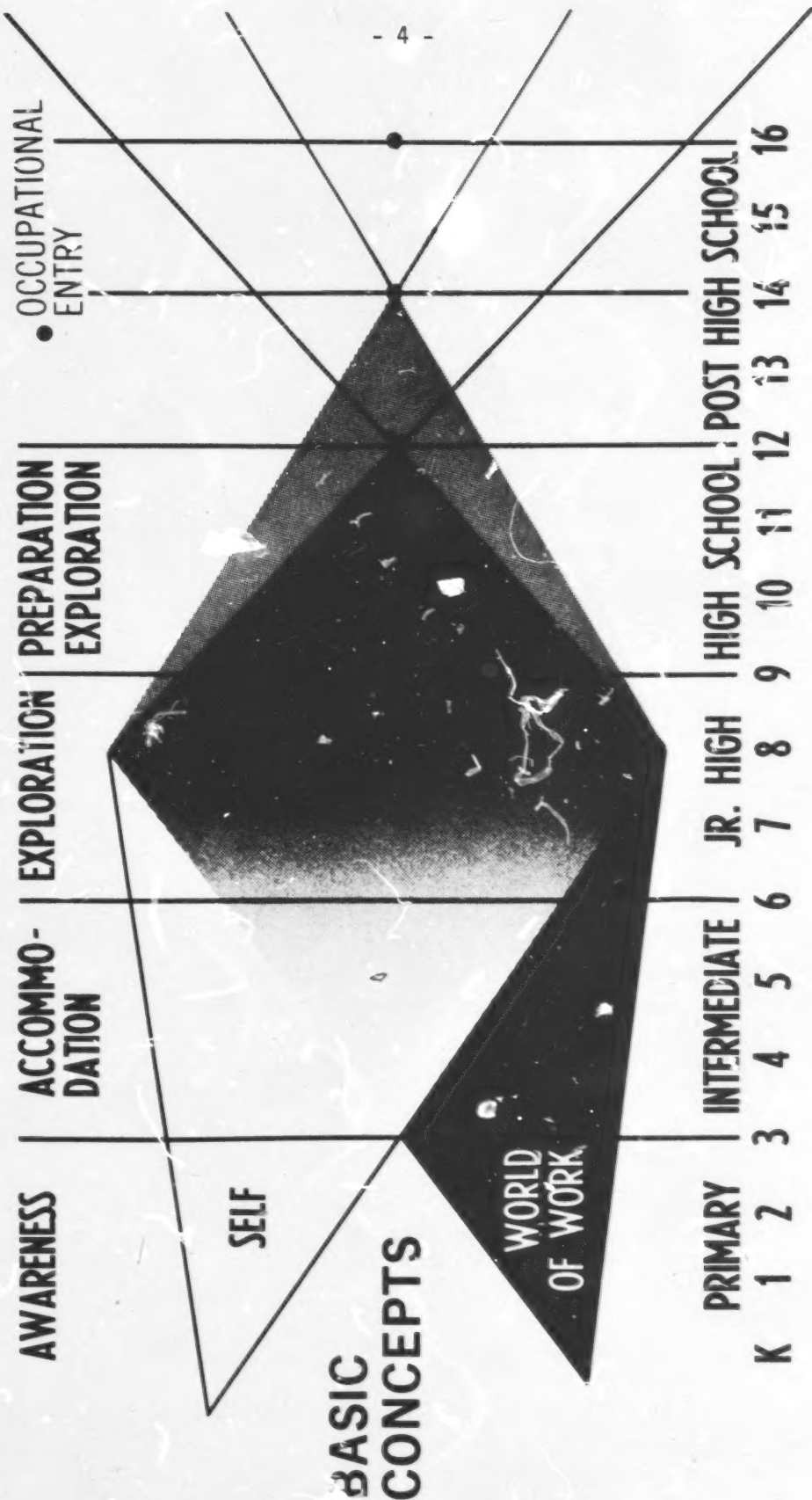
- a. The curriculum provides experiences to help students understand the world of work.
- b. Students who must go to work on completion of high school are able to develop salable skills through the study of vocational subjects and through cooperative part-time work programs.
- c. School and community service projects enable students to know their community, to learn to work effectively with others, and to gain satisfaction from contributing to the welfare of the group.
- d. Part-time, Saturday, and summer jobs, well supervised, give students opportunities to become productive participants in economic life.
- e. The school encourages parents to give their boys and girls work experience in the home.
- f. An adequate guidance program enables each student to discover his needs, abilities, and interests in relation to employment and vocational demands.
- g. The work experience program is recognized as an accredited part of the school.

Imperative Need Number 5 stresses that "All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts." It was recognized that:

- a. Students look forward with keen anticipation, backed by a rugged determination, to life on the highest standard they are capable of achieving.
- b. Students handle with ease and competence the problems of shopping and dealing in a large and complex market place.
- c. Students manage their personal affairs completely and wisely.
- d. Students reveal a wholesome idealism in their personal dealings.
- e. Students understand the economic system in which they live and the business system which serves them and are disposed

MODEL FOR CAREER DEVELOPMENT

CAREER DEVELOPMENT PHASES



- 4 -

Developed as part of Career Education Project, Iowa State University

to participate in maintaining and improving both at the highest efficiency, using not only their economic power as consumers but also their political power as citizens to this end.

- f. Students develop a discriminating sense of values and a self-consistent philosophy of life and apply them as a frame of reference in their everyday affairs.
- g. To achieve these ends, the school uses a great diversity of means, pervading the whole curriculum.

Concept

Based on the above definition, a model for career development was generated showing the relationship of these concepts in the total curriculum. The model depicts a concept of career development beginning in kindergarten and continuing throughout life. It evolves around two basic concepts--the concept of self and the concept of the world of work. The self-concept focuses on the learner's understanding of himself physically, mentally, socially, and emotionally. The world of work concept focuses on the learner's understanding of and preparation for entry into the world of work. The purposes of these two concepts remain the same throughout the model, but function differently during each phase of career development.

During the awareness phase of career development, the self-concept emphasizes those educational experiences that will lead the learner to becoming aware of himself and others in a physical sense, his personal feelings, and about living with others. The learner becomes knowledgeable of the function and operational structure of the school, recognizes accepted school behavior, and recognizes factors which contribute to optimum learning potential. He recognizes personal attributes, suggests individual steps for improvement of learning, describes personal feelings toward school, exercises his feelings toward himself and others and examines individual, family and social characteristics and needs of man. For the world of work concept, emphasis is placed on developing understandings of and appreciations for work, the value of the worker, and the role of work and the worker in our society.

The learner examines the world of work as it relates to the "total" life of individuals and groups. He interprets the concept of work, recognizes the reasons people work, and exhibits a positive attitude toward work.

He examines occupations, occupational change, and how his self-perception relates to selected occupations by exploring a wide variety of occupations. He discovers that people change occupations and relates his self-perception with those occupations that interest him.

He explores the economic aspects of work differentiating between employers and employees and consumers and producers, recognizes money as a medium of exchange, examines how workers are paid for their services, and identifies the influence of transportation in the economic system. During this phase, no attempt is made to relate the points of emphasis stressed in each of the concepts.

The accommodation phase has two purposes. The learner continues developing his self-awareness and his awareness of the world of work. In addition, he begins to relate or fuse (accommodate) his understanding of self and the development of academic skills, and develops appreciations of his individual characteristics by adapting and adjusting them to contribute to his school and community. He examines the world of work as related to the well-being of individuals and society. He investigates (1) the nature of occupational clusters, (2) factors which influence our economic system, and (3) the similarities and differences between values in diverse cultures. The fusion of these two concepts continues throughout the career development process leading eventually to entry into a life style and occupation suited to his interests, abilities, and desires.

In the exploration phase, the learner begins indepth exploration of his real interests, aptitudes, and desires and the occupational clusters that comprise the world of work and their interrelatedness. During this phase of career development, he recognizes the educational setting as a place to gain direction and needed skills for the development of career goals. He considers his developing maturity as continually influencing his perception of educational needs; examines specific behaviors and life styles relating to the organization of the world of work; explores careers, career change, and how skill perception relates to selected careers. He continues his analyses of the economic aspects of the world of work and investigates societal and cultural factors which influence and control human behavior. Through educational experiences provided during this phase of career development, the learner will be prepared to assess and pursue the career options open to him. By careful screening and selection, he will be able to choose those high school courses which relate to his personal attributes, satisfactions, and career learnings. As a result of these experiences, he begins the process of selecting an occupational area for which to prepare for job entry.

The fourth phase of career development, the preparation and

exploration phase, has a two-fold purpose. The learner may continue his exploration of the occupational clusters that comprise the world of work or begin preparing for occupational entry into a cluster area. As a result of educational experiences provided in this phase of career development, the learner will attain employment qualities and skills for the world of work, including attitudes, values, and occupational skills to the extent necessary for economic independence and personal fulfillment. The learner will utilize the educational setting as any place or program in the school and/or community which will give direction and skills for career development.

He will utilize his aspirations, experiences, values, and abilities to give orientation and direction to his career development. The learner continues analysis of specific behaviors and life styles while determining and preparing a personalized direction for the world of work. He examines selected careers and corresponding life styles as they relate to his own skills, capabilities, self-perception and needs, and recognized societal functions that influence human behavior.

The final phase of the model suggests broad opportunities for the learner once he has entered an occupation and a life style. While it is recognized that occupations that exist today may be nonexistent in the years ahead, the career development process that the learner has experienced throughout his formal education should provide him with those skills and abilities needed to adjust to the changes that he may face in the years ahead.

The model presents a concept of career development with specific tasks to be satisfied at specific grade levels. It is important to realize that it represents a thought, revealing a flow of this thought throughout a learner's educational experiences. In no way should the lines in the model be interpreted as being rigid in determining the functions to be carried out at a specific grade level or describing the function of the phase of career development at that grade level. It is understood that career awareness, accommodation, exploration, and preparation of self and the world of work can and will most likely take place at all grade levels. The abilities, interests, desires, and backgrounds of the learner will dictate what will be emphasized at a specific grade level. The model should be viewed as being very flexible with the rigidity in the concept concealed within the individual student and the model structured to the individual student and his needs.

Objectives which correlate with the model were developed by the project participants and staff. The program objectives are presented on the following pages.

CAREER EDUCATION OBJECTIVES - SECTION II

On the following pages are written the objectives for the project entitled "Models for Career Education in Iowa." The objectives were developed for each phase of career development as conceptualized in the "Model for Career Development." The objectives were organized in three categories within each of the career development phases, namely: self, world of work, and self and the world of work. These categories parallel the three basic concepts illustrated throughout the "Model for Career Development."

It should be noted that the objectives were written for use at the curriculum level. Each teacher will need to identify those objectives that can be built into his or her present curriculum and develop appropriate instructional objectives for classroom use. Student interests and needs are resources available in the school and community should play a significant role in the selection of instructional objectives made by each teacher.

Consideration was given to making the objectives congruent with the developmental process that each learner experiences as he grows to maturity. The numbering sequence describes the continuation of concepts through each of the career development phases. For example, objective number 2.2 deals with the organization of the work force in all career development phases. The numbering system does not indicate a hierarchy or judgement as to the importance of the objectives.

The objectives place equal emphasis on the concepts of self and the world of work and focus on elements in the curriculum that are unique to career development.

The objectives, as they are presented, describe those components that, when implemented, will instill the career development concept in the total school curriculum. It is important that all concepts be implemented at one time or another throughout the learner's educational experience. Teachers within a school system should decide on those objectives that they will accept responsibility for implementing and build these objectives into their courses of study and classroom teaching. As a team of educators, they should be certain that all objectives are implemented in their school system.

CAREER EDUCATION OBJECTIVES - SECTION II

Awareness Phase - Primary Level

Program Objective:

During the awareness phase, the learner will become aware of self physically, socially, emotionally, culturally, and mentally and develop competencies in dealing with others. The learner will develop understandings of and appreciations for work, the value of the worker, and the role of work and the worker in our society.

Self Percept

- 1.00 The learner will become aware of herself/himself as a person with unique physical, intellectual, emotional and social capabilities.
 - 1.1 Recognizes personal interests.
 - 1.2 Becomes aware of own developing mental and creative abilities.
 - 1.3 Becomes aware of own physical characteristics.
 - 1.4 Acquires short term personal goals.
 - 1.5 Recognizes feelings toward self, peers, adults and near environment.
 - 1.6 Becomes aware of the feelings of peers and adults.
 - 1.7 Recognizes that human beings are more alike than different.
 - 1.8 Recognizes that there are various peer groups with whom one associates.
 - 1.9 Recognizes societal institutions that influence personal attitudes and biases.
 - 1.9.1 Becomes aware of the family as a basic social unit influencing the individual.
 - 1.9.2 Becomes aware of the school and community as influences on the individual.

- 1.10 Recognizes the importance of the educational setting (home, school, community) to own personal growth.
- 1.11 Recognizes and performs appropriate behaviors for the school setting.
- 1.12 Becomes aware of the environment best suited to own learning.
- 1.13 Becomes aware of decision-making processes.

World of Work

- 2.00 The learner examines the world of work.
 - 2.1 Sees the concept of work as including various types of activities.
 - 2.1.1 Sees that work produces goods and services.
 - 2.1.2 Recognizes the dignity of the individual.
 - 2.2 Becomes aware of organization within the work world.
 - 2.2.1 Differentiates between employers and employees.
 - 2.2.2 Differentiates between consumers and producers.
 - 2.3 Becomes aware of the wide variety of occupations.
 - 2.3.1 Fantasizes occupations that interest her/him.
 - 2.3.2 Becomes aware of the operational structure of the school.
 - 2.4 Becomes aware of similarities among occupations.
 - 2.5 Recognizes that people change occupations.
 - 2.6 Recognizes the reasons why people work.
 - 2.6.1 Sees the relationship between monetary income and maintenance and improvement of life style.
 - 2.7 Sees the interdependence among contributing members in the work world.
 - 2.7.1 Recognizes that individuals need products and services.

- 2.8 Becomes aware of the economic aspects of the world of work.
 - 2.8.1 Becomes aware of money as a medium of exchange.
 - 2.8.2 Becomes aware that workers are paid for their services.
- 2.9 Exhibits a willingness to select and complete assigned tasks.

CAREER EDUCATION OBJECTIVES

Accommodation Phase - Intermediate Phase

Program Objectives:

During the accommodation phase, the learner continues to develop self awareness and awareness of the world of work. The learner also begins to relate or fuse own self perception with own comprehension of the world of work.

Self Concept

- 1.00 The learner recognizes interactions with others and increasing knowledge and skills as continually influencing own self concept.
 - 1.1 Analyzes present interests as a basis for development of new interests.
 - 1.2 Recognizes own developing mental and creative abilities in terms of an evolving life style.
 - 1.3 Recognizes physical abilities.
 - 1.4 Becomes aware of future goals possibilities.
 - 1.5 Appraises feelings toward self, peers, adults, and near environment.
 - 1.6 Appraises others perception of self.
 - 1.6.1 Copes with praise and criticism from adults and peers in a positive manner.
 - 1.7 Recognizes variations in attributes of self, peers, and adults.
 - 1.8 Relates successfully with various peer groups.
 - 1.9 Investigates the similarities and differences between values in diverse cultures.
 - 1.9.1 Recognizes that all cultures are to be respected.
 - 1.9.2 Recognizes that what is considered acceptable behavior in one culture may be considered anti-social in another.

- 1.10 Sees that the educational setting (home, school, community) can help one to know own strengths and weaknesses and to develop life skills.
- 1.11 Recognizes and performs appropriate behaviors for the community setting.
- 1.12 Recognizes personal modes of learning, management, action, operation.
- 1.13 Acquires experience in making decisions and accepting the consequences of the decisions.

World of Work

- 2.00 The learner recognizes the specific behaviors and the socio-economic aspects of the world of work.
 - 2.1 Expands the concept of work to include paid and unpaid work.
 - 2.2 Recognizes that occupational areas have different levels of responsibility.
 - 2.3 Comprehends that a wide variety of occupations exist.
 - 2.3.1 Fantasizes work roles which could lead to desired life styles.
 - 2.3.2 Observes qualities desirable for various occupations.
 - 2.4 Comprehends the similarities and relatedness of occupations.
 - 2.4.1 Recognizes mobility in career lattices.
 - 2.5 Realizes that work responsibilities change within occupations due to technology and personal competencies.
 - 2.6 Recognizes that various rewards may come from work.
 - 2.7 Recognizes the contributions of work to a functioning society.
 - 2.8 Investigates the economic factors which influence the life of the individual in the world of work.

- 2.8.1 Describes the flow of money in our economic system.
- 2.8.2 Compares the effects of supply and demand factors in the labor market in job availability, pay, and work roles.
- 2.8.3 Recognizes that pay varies in the world of work.
 - 2.8.3.1 Describes how income varies with career type and level.
 - 2.8.3.2 Correlates compensation with geographical area.
 - 2.8.3.3 Recognizes that greater competencies generally increase pay (training, experience, knowledge.)
 - 2.8.3.4 Recognizes the implications of discrimination (racial, sex, age, cultural.)
- 2.9 Recognizes the relationship between the world of work and the educational setting (family, community, school).

Self and the World of Work

- 3.00 The learner examines own self concept in relation to selected occupations.
 - 3.1 Relates personal aptitudes to various related careers.
 - 3.2 Chooses activities which will utilize personal interests and abilities in making contributions to school and community.
 - 3.2.1 Identifies opportunities afforded through school programs.
 - 3.2.2 Identifies opportunities afforded through community activities.
 - 3.2.3 Uses the decision making process in choosing projects commensurate with own abilities and interests.
 - 3.3 Describes the personal growth and rewards of work and/or leisure.

- 3.3.1 Recognizes that personal satisfactions may come from work.
 - 3.3.2 Distinguishes the need for personal satisfaction in work or leisure to maintain mental and physical well-being.
 - 3.3.3 Describes the satisfactions gained when personal capabilities are effectively used in work and/or leisure.
 - 3.3.4 Expresses the personal value that is received from creative work and/or leisure.
 - 3.3.5 Acknowledges that social recognition may be related to work.
 - 3.3.6 Recognizes that personal satisfaction results from work that is interesting to the individual.
 - 3.3.7 Recognizes that monetary rewards may come from work
- 3.4 3.4 Relates life styles to work roles.
- 3.4.1 Describes a life style.
 - 3.4.2 Realizes that monetary rewards affect life styles.
 - 3.4.3 Realizes that work hours affect life styles.
 - 3.4.4 Considers that personal needs affect life styles.
 - 3.4.5 Recognizes that occupations and their resulting life styles may affect physical and mental health.

CAREER EDUCATION OBJECTIVES

Exploration Phase - Junior High Level

Program Objective:

During the exploration phase the learner continues to compare personal characteristics with the knowledge gained from the exploration of careers. The learner begins to identify occupational areas that most closely align with her/his self concept.

Self Concept

- 1.00 The learner considers own developing maturity as continually influencing own self concept.
 - 1.1 Assesses personal interests.
 - 1.2 Assesses developing mental and creative abilities in terms of an evolving life style.
 - 1.3 Analyzes own physical abilities and potentials.
 - 1.4 Acquires some long term personal goals.
 - 1.5 Relates to own emotional characteristics as a function of her/his total being.
 - 1.6 Analyzes others' perception of self.
 - 1.7 Recognizes reasons for variations in personal characteristics of self and classmates.
 - 1.8 Recognizes that peer group relationships may change with evolving maturity.
 - 1.9 Assesses established and changing social roles and norms in relation to self and determines how personal values emerge.
 - 1.10 Identifies educational setting (home, school, community) as a possible aid in developing life skills.
 - 1.11 Evaluates behaviors considered appropriate for the school and community settings.
 - 1.12 Analyzes personal modes of learning, management, action, and operation.

- 1.13 Cultivates the ability to make decisions and analyzes the consequences of own decisions. (problem-solving process)
- 1.14 Assesses personal competencies such as experience, education, and skills.
- 1.15 Evaluates own abilities, personal qualities, aspirations, and values and their interrelationship to each other.

World of Work

- 2.00 The learner analyzes specific behaviors and socio-economic aspects relating to the world of work.
 - 2.1 Identifies the implications of the concept of leisure time, vocation, and avocation as they relate to a person's life needs.
 - 2.2 Describes organization within the work force.
 - 2.2.1 Becomes aware of role, structure, membership and leadership of labor unions.
 - 2.2.2 Becomes aware of the role of management in the work force.
 - 2.2.3 Becomes aware of labor relations including employer-employee responsibilities.
 - 2.2.4 Recognizes governmental role in the organization and regulation of the work force.
 - 2.3 Explores a wide range of occupations.
 - 2.3.1 Describes specific educational and skill requirements of occupations.
 - 2.3.2 Differentiates between job tasks.
 - 2.3.3 Acquires knowledge of economic remunerations.
 - 2.3.4 Investigates the training and personal requirements for advancement within a given occupation.
 - 2.3.5 Acquires insight into differences in working conditions.
 - 2.3.6 Distinguishes between occupation related to the

production of goods and occupations related to the production of services.

- 2.4 Examines clusters of occupations.
 - 2.4.1 Distinguish the characteristics which are common among and between clusters.
- 2.5 Recognizes the nature of change within the work force.
 - 2.5.1 Identifies that some occupations become obsolete because of progress in technology.
 - 2.5.2 Sees the interrelationship between the law of supply and demand of workers and continual change in the work force.
 - 2.5.2.1 Comprehends the impact of migration and immigration on supply and demand of workers.
 - 2.5.3 Recognizes that the availability of human and natural resources affects career opportunities.
 - 2.5.4 Becomes aware that changes in societal attitudes affects roles within the work force (equal rights, job status, roles, laws, labor unions.)
- 2.6 Recognizes that work allows for the integration of the individual into the society.
- 2.7 Recognizes that at least some people must work if society is to survive.
- 2.8 Analyzes the economic aspects of the world of work.
 - 2.8.1 Examines the role of financial institutions in today's economy.
 - 2.8.2 Analyzes the effect of the law of supply and demand on the world of work.
 - 2.8.3 Recognizes factors which influence remuneration and benefits of employment.
 - 2.8.3.1 Recognizes skill development as a factor influencing remunerations.
 - 2.8.3.2 Recognizes the impact of state and federal minimum wage and hour laws.

- 2.8.3.3 Comprehends the social security program as related to employment (application procedures, purpose, functions, responsibilities.)
- 2.8.3.4 Recognizes federal and state income tax programs.
- 2.8.3.5 Recognizes various kinds of fringe benefits available to employees. (insurance, retirement, sick leave, vacation.)
- 2.9 Recognizes the educational setting as a place to gain direction and needed skills for the attainment of occupational goals.
- 2.10 Recognizes the process of seeking employment.
 - 2.10.1 Becomes aware of the sources of assistance in seeking employment.
 - 2.10.2 Recognizes how to apply for a job.
- 2.11 Becomes aware of the effect of international and national economic policies on employment possibilities.

Self and the World of Work

- 3.00 The learner explores careers, career change and how perceived personal potentials relate to selected careers.
 - 3.1 Recognizes personal characteristics which relate to selected clusters of occupations.
 - 3.2 Formulates tentative career expectations in terms of personal characteristics.
 - 3.2.1 Recognizes that personal characteristics may make a career choice suitable or unsuitable.
 - 3.2.2 Analyzes possible career directions compatible with personal characteristics.
 - 3.2.3 Identifies personal reasons for wanting to change job types.
 - 3.2.4 Describes the importance of personal characteristics in seeking employment.

- 3.2.5 Distinguishes preparations needed to pursue personal career directions.
- 3.3 Recognizes that there is continual personal change during career development.
 - 3.3.1 Recognizes that personal characteristics change as the learner matures.
 - 3.3.2 Recognizes that personal characteristics change as the learner experiences the world of work.
 - 3.3.3 Recognizes that change in personal qualifications influences changes in career alternatives.
- 3.4 Develops an idea of the type of life style desired.
 - 3.4.1 Relates desired life styles to occupation preference.
 - 3.4.2 Realizes that individual may choose a life style.
- 3.5 Becomes aware of the philosophy of work and leisure as influenced by cultural diversity and diffusion resulting from national migration patterns.

Exploration and Preparation Phase

High School Level

Program Objective:

During the Exploration and Preparation Phase of Career Development, the learner will attain employable qualities for the world of work, including attitudes, values, and skills to the extent necessary for economic independence and personal fulfillment.

Self Concept

- 1.00 The learner utilizes personal aspirations, experiences, values, and abilities (to give orientation and direction to own dynamic self concept).
 - 1.1 Refines personal interests (both awareness and judgement).
 - 1.2 Correlates personal aspiration and life style to own mental and creative abilities.
 - 1.3 Conceptualizes the importance of own physical abilities and potentials.
 - 1.4 Synthesizes and develops plan for achieving personal goals.
 - 1.5 Considers emotional characteristics as a function of own total being.
 - 1.6 Evaluates image of self as perceived by himself and others.
 - 1.7 Recognizes the dignity of all human beings.
 - 1.8 Recognizes that all societies have formal and informal controls on human relations.
 - 1.9 Assesses personal values in terms of human needs.
 - 1.10 Recognizes and utilizes the educational setting (home, school and community) as an aid in developing life skills.
 - 1.11 Assesses and manages own behavior in terms of personal value system and societal expectations.
 - 1.12 Effectualizes personal modes of learning, management, actions, and operation.
 - 1.13 Effects decisions and analyzes consequences of those decisions.
 - 1.14 Evaluates personal competencies such as experience, education, and skills.
 - 1.15 Evaluates own abilities, personal qualities, aspirations, and values and their interrelationship to each other.

World of Work

- 2.00 The learner evaluates specific behaviors and social economic aspects of the world of work.
 - 2.1 Recognizes that in a service oriented society, work consists of activities which allows the individuals to fulfill personal needs and those of society.
 - 2.2 Analyzes organization within the work force.
 - 2.2.1 Analysis of role, structure, membership and leadership of labor unions.
 - 2.2.2 Analysis of the role of management in the work force.
 - 2.2.3 Analysis of labor relations including employee-employer responsibilities.
 - 2.2.4 Analyzes governmental role in the organization of the work force.
 - 2.2.5 Becomes aware of alternative organizational structures based on cooperation.
 - 2.3 Continues exploration of occupational areas while doing an in depth analysis of areas of interest.
 - 2.3.1 Differentiates between life styles as effected by occupational choices.
 - 2.4 Examines the interrelatedness of skill requirements for similar occupations.
 - 2.5 Recognizes the dynamic nature of the work force.
 - 2.5.1 Identifies that some occupations become obsolete because of advances in human and scientific technology.
 - 2.5.2 Analyzes periodic adjustments in local, national and international manpower needs.
 - 2.5.3 Recognizes the demographic implications of occupational opportunities.
 - (2.6-2.7) Recognizes the interdependency between the individual and society's needs, and their implications for work.
 - 2.8 Analyzes and experiences the economic aspects of the world of work.
 - 2.8.1 Evaluates the role of the financial institutions in today's economy.

- 2.8.2 Evaluates factors influencing incomes and advancement opportunities in occupations.
- 2.8.3 Investigates fringe benefits.
- 2.8.4 Examines the cost of attending vocational schools, colleges, apprenticeships, trade school, and technical schools.
- 2.8.5 Considers avocational pursuits and their economic impact.
- 2.9 Recognizes the education setting as one of the places which provides for development of computational, communications, leisure, human interactional skills necessary for involvement in the world of work.
- 2.10 Develops competencies in seeking employment.
- 2.11 Considers the economic impact of national policies on the availability of job.

Self and the World of Work

- 3.00 The learner analyzes modification of career patterns, makes career plans and prepares for entry into the world of work as a function of time and a developing self identity.
 - 3.1 Analyzes personal characteristics as they relate to areas of interest.
 - 3.2 Explores selected occupational areas in depth and begins preparation for occupational entry into occupational area(s).
 - 3.2.1 Identifies specific educational and skill requirements for occupational entry in selected occupational area(s).
 - 3.2.2 Aligns personal goals and desired life style plans with occupational area(s).
 - 3.2.3 Identifies personal alternatives in terms of current occupational trends.
 - 3.2.4 Evaluates impact of altering occupational objectives to accommodate individual life style preferences.
 - 3.2.5 Realizes that preparation for occupational entry at the secondary level can lead to employment upon high school graduation or lead to more specific preparation for occupational entry at the post-secondary level.
 - 3.2.6 Generates plan for preparing for occupational entry into selected occupational area(s).
 - 3.3 Recognizes that personal characteristics and values change as careers progress.
 - 3.4 Prepares for job entry into selected occupational area(s).
 - 3.4.1 Differentiates between entry level and skilled employment.
 - 3.4.2 Defines logical points of occupational entry.
 - 3.4.3 Identifies educational opportunities available in the school and community that will assist in implementing plan for occupational entry into selected occupational area(s).
 - 3.4.4 Participates in those educational opportunities that will develop desired occupational skills.
 - 3.5 Evaluates personal preferences in types of work and leisure and the balance therein as influenced by demographic, occupational, and preparational level components.

GLOSSARY -- SECTION III

Glossary of terms used in exemplary project entitled "Models for Career Education in Iowa":

Accommodation--That stage in the sequence of career development where the individual interrelates the factors inherent in the self concept and the world of work.

Advisory Council--Selected persons from school and community who will act in advisory capacity for career development programs.

Awareness--The process by which an individual becomes cognizant of personal attributes and attitudes and develops understandings of and appreciations for self, the worker, and the world of work.

Career--The course an individual pursues in realizing his life ambitions and goals.

Career Information Center--A center in which all materials for use in a career development program are gathered together so that they are available to both students and teachers.

Class Meeting--A circle discussion nonjudgementally run allowing students to think, act, and feel resulting in personal growth.

D.O.T.--Dictionary of Occupational Titles, identifies and describes occupations.

Employment--The assigning of an individual to carry out certain job tasks for which he receives pay.

Exemplary project--An innovative pilot project to be used as an example for further program development.

Experience--A personal response to encountering an event or activity.

Exploration--The level where students broaden their knowledge of self, the world of work, and the occupational clusters and investigate in more depth selected occupational areas of interest to them.

Goal--What the student believes he must achieve or do.

Hands-on Experiences--Contrived educational experiences designed to cause students to explore in more depth self interest activities and an occupational area. Such experiences may include observations as well as manipulative tasks.

Integration--Fitting career development concepts and learning activities into the existing curriculum and instructional goals, teaching objectives and classroom learning activities of the school.

Interdisciplinary Approach--Cooperative efforts among educational disciplines within the school in implementing career development concepts.

Glossary continued

Learning Activity--Learning experiences designed by teachers and students to meet specific student interests, needs and learning objectives and to stimulate interest in learning.

Learning Objective--A specific educational goal intended to meet specific student needs and interests written in observable and measurable terms of his behavior.

Life Style--The way people live.

Model--A career development concept worthy of being imitated showing scope and sequence of the basic concepts of self and the world of work flowing through the career development phases awareness, accommodation, exploration, and preparation.

"Models for Career Education in Iowa"--Title describes exemplary efforts in implementing career development concepts in the curricula of nine Iowa school systems.

Occupation--That part of a career in which an individual is engaged for economic or personal aggrandizement.

Occupational Cluster--A cluster of occupations composed or recognized job titles which are logically related because they include identical or similar teachable skills and knowledge requirements.

Preparation--The development of genuine job entry level skills.

Role--A defined set of expectations placed on an individual because of his position in a prescribed situation.

Self-Awareness--Involves understanding one's self--physically, mentally, socially, emotionally--and his relationships with other people in the environment.

Self-Concept--The individual from his own point of view.

Self-Percept--How an individual sees and feels about himself.

Horizontal Articulation--Developing and expanding career development concepts within grade levels and career development phases and between subject matter areas.

Vertical Articulation--Developing and expanding career development concepts between grade levels, subject matter levels, and career development phases.

Work--Any paid or unpaid service, cooperative, leisure time and employment human effort that has a useful purpose. At the elementary school level work includes the concepts of play--the acts of fantasy by which children learn to interact and to deal with emerging roles.

Glossary Continued

Work Ethic--The motivating factors which lead an individual to work.

World of Work--A framework where people live, work, produce, learn, and create in the communities that they have established.